Ensuring Effective Vocabulary Instruction

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## Stages of Reading Development

<table>
<thead>
<tr>
<th>Stage</th>
<th>Words</th>
<th>Additional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRE-ALPHABETIC or PRE-LITERATE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PARTIAL or EARLY ALPHABETIC</strong></td>
<td>cat, fog, pet, rim</td>
<td></td>
</tr>
<tr>
<td><strong>FULL or LATE ALPHABETIC</strong></td>
<td>street, rake, sing, turn</td>
<td></td>
</tr>
<tr>
<td><strong>CONSOLIDATED ALPHABETIC or ORTHOGRAPHIC</strong></td>
<td>un-re-li-a-ble, un-reli-able</td>
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</tr>
</tbody>
</table>

Ehri 1995, Moats 2000
## Stages of Reading Development

<table>
<thead>
<tr>
<th>Stages</th>
<th>Words</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRE-ALPHABETIC or PRE-LITERATE</strong></td>
<td></td>
<td>Pre K</td>
</tr>
<tr>
<td><strong>PARTIAL or EARLY ALPHABETIC</strong></td>
<td>cat, fog, pet, rim</td>
<td>Late K to Early Grade 1</td>
</tr>
<tr>
<td><strong>FULL or LATE ALPHABETIC</strong></td>
<td>street, rake, sing, turn</td>
<td>Late Grade 1 to Early Grade 2</td>
</tr>
<tr>
<td><strong>CONSOLIDATED ALPHABETIC or ORTHOGRAPHIC</strong></td>
<td>un-re-li-a-ble, un-reli-able</td>
<td>Late Grade 2</td>
</tr>
</tbody>
</table>

Ehri 1995, Moats 2000
Vocabulary Knowledge

Vocabulary instruction providing both definitional and contextual information can significantly improve students’ reading comprehension.

Stahl and Fairbanks, 1986
Learning, as a language based activity, is fundamentally and profoundly dependent on vocabulary knowledge. Learners must have access to the meanings of words that teachers, or their surrogates (e.g., other adults, books, films, etc.), use to guide them into contemplating known concepts in novel ways (i.e., to learn something new).

Baker, Simmons, & Kame'enui, 1998
The Importance of Vocabulary

- The importance of vocabulary knowledge to school success, in general, and reading comprehension, in particular, is widely documented. 

- The National Research Council concluded that vocabulary development is a fundamental goal for students in the early grades. 
  National Research Council, 1998
### Meaningful Differences

#### Actual Differences in **Quantities** of Words Heard

In a typical hour, the average child would hear:

<table>
<thead>
<tr>
<th>Class</th>
<th>Words Heard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welfare</td>
<td>616 words</td>
</tr>
<tr>
<td>Working Class</td>
<td>1,251 words</td>
</tr>
<tr>
<td>Professional</td>
<td>2,153 words</td>
</tr>
</tbody>
</table>

#### Actual Differences in **Quality** of Words Heard

<table>
<thead>
<tr>
<th>Class</th>
<th>Affirmations</th>
<th>Prohibitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welfare</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Working Class</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>Professional</td>
<td>32</td>
<td>5</td>
</tr>
</tbody>
</table>

Hart & Risley 1995, 2002
## Meaningful Differences

<table>
<thead>
<tr>
<th></th>
<th>Words heard per hour</th>
<th>Words heard in a 100-hour week</th>
<th>Words heard in a 5,200 hour year</th>
<th>4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welfare</td>
<td>616</td>
<td>62,000</td>
<td>3 million</td>
<td>13 million</td>
</tr>
<tr>
<td>Working Class</td>
<td>1,251</td>
<td>125,000</td>
<td>6 million</td>
<td>26 million</td>
</tr>
<tr>
<td>Professional</td>
<td>2,153</td>
<td>215,000</td>
<td>11 million</td>
<td>45 million</td>
</tr>
</tbody>
</table>

Hart & Risley 1995, 2002
How Many Words Do People Know?

- There are roughly 88,700 word families used in books up to 12th grade.
- About half the words we read are the 107 words of highest frequency. Another 5,000 words account for the next 45%, so that 95% of the text we read consists of about 5,100 different words (Adams, 1990).
- 300-500 words per year can reasonably be taught through direct instruction (8-10 words per week, 50 weeks per year).
- Children learn between 1000 (D’Anna et al.) and 3000 new words per year (White, Graves, & Slater).
- Most of these new words learned must come from context (Sternberg, 1987).
- EL students rely more heavily on direct instruction.

Steven Stahl, 1999
Importance of Independent Reading

Research has shown that children who read even ten minutes a day outside of school experience substantially higher rates of vocabulary growth between second and fifth grade than children who do little or no reading.

Anderson & Nagy, 1992
5th Grade Student

Reads for an hour per day (in and out of school) at a rate of 150 wpm, 5 days per week

Encounters 45,000 - 112,500 unknown words

Learns 5% - 10% of previously unknown words from a single reading

At least 2,250 new words are learned from context each year

Nagy & Herman, 1987
Two Types of Vocabulary Instruction

Specific word instruction

Word-learning strategy instruction
Specific Word Instruction

Knowing a word is not an all-or-nothing proposition; it is not the case that one either knows or does not know a word. Rather, knowledge of a word should be viewed in terms of the extent or degree of knowledge that people possess.

Beck & McKeown, 1991
Critical Features of Specific Word Instruction

- Multiple exposures
- Use synonyms and antonyms
- Make up a novel sentence
- Classify with other words
- Direct definitions
- Relate the definition to one's own experiences
Steps in Explicit Strategy Instruction

- Direct explanation
- Modeling
- Guided practice
- Feedback
- Application

Dickson, Collins, Simmons, and Kame‘enui, 1998
K-1: Specific Word Instruction

1. Say the word; children repeat
2. Provide a student friendly explanation
3. Present examples of the word’s use in contexts different than from the story context
4. Engage children in activities that get them to interact with the words (choose one)
5. Have children repeat the word
6. Post words on board

from the work of Anita Archer and Isabel Beck
Practice

- Consultant Model: Exhausted
- Participant Practice: Celebrate
To promote large-scale long-term vocabulary growth, teachers must aim at increasing students’ incidental word learning.

Nagy, 1988
Word-Learning Strategies Taught in OCR and HMR

- Context clues
- Apposition/Restatements
- Word Structure
- Syntactic Clues (HMR)
Using Vocabulary Within Context to Teach Word Learning Strategies

- Read the words.
- Read the sentences.
- **Think aloud** about what is in the sentence and how it helps define the word (context) or what clues are in the word (structural elements.) *Teacher must visually mark clues for students.*
- Give a definition or a synonym.
- Substitute the definition or synonym in one of the sentences to see if it makes sense. Write synonym or definition to side on the transparency.
In the cellar, Cinderella’s Fairy Godmother found a large rat.

Mary’s old toys are down in the cellar, or basement, of the house.

Dragon sat in the parking lot and started to eat. He crunched up the cheese curls. He downed the doughnuts. He packed away the pork rinds.
Why Word Learning Strategy Instruction?

The ultimate purpose of strategy instruction is for students to:

- **Learn and use the skills of context, structural elements, syntactic clues, and apposition/restatements** so that students will ultimately carry these skills over into their independent reading.

The teacher must model these skills through “thinking aloud.”
Other Vocabulary Work That Supports Selection Vocabulary

“Must Do’s” during Workshop or Universal Access:

- Write words in Vocabulary Log with “kid friendly” definition
- Draw a picture related to the word
- Write a synonym and/or antonym for the word
- Write a sentence for the word
- Review words with a partner
Rationale for Vocabulary Instruction

- **Specific Word:**

- **Strategy Instruction:**
Rationale for Vocabulary Instruction

- **Specific Word**: The purpose of specific word instruction is to teach the meaning of key words in order to aid in the comprehension of text.

- **Strategy Instruction**: The purpose of strategy instruction is to teach students a range of strategies for learning, remembering and incorporating uncommon vocabulary into existing reading, writing, speaking, and listening vocabulary.
1. Let’s pause here for a moment...

2. Praise students and teacher. Provide an assignment.

3. The students were...
   It is important that students...

4. The reason that this is important is...(refer back to rational and purpose)

5. Let’s teach the students to...
   I’ll model it first. Pay special attention to...

6. Now you teach the students to...

7. Did you notice how the students...

PROBLEM: The students were...

SOLUTION: It is important that...

RATIONALE: The reason this is important...

Side-by-Side Coaching Model by Frances Bessellieu and Marisa Russo
Geometric Review

1. Record learnings/thoughts from today that “squared” or agreed with your previous knowledge.

2. Record learnings/thoughts from the today that you saw from a new angle.

3. Record information you learned from today that “completed a circle of knowledge.” Your list should include things that you had partial knowledge of previously, but did not have a complete understanding of until you gained new knowledge from last session.
A Closing Thought on Vocabulary

Our knowledge of words...determines how we understand texts, how we define ourselves for others, and defines the way we see the world.

Stahl, 1999
Remember, as we work to improve and consider sustainability…

“We are not where we want to be, We are not where we are going to be, But we are not where we were.”

Rosa Parks
Acknowledgements

- Western Regional Reading First Technical Assistance Center (WRRFTAC). *Instruction for At-Risk Students in Reading*